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ABSTRACT

Educational needs are changing as social and economic characteristics of society evolve. Since teacher education institutions have historically had the responsibility for preparing educators for elementary and secondary schools, they must now take the responsibility for preparing educators for business, industry, government, human services, and other diverse educational settings. Women and senior citizens can also benefit from training in teaching skills tailored to their specific needs and interests. The human service educator is a new role being conceived for teachers, implying change, redefinition, and creativity in response to adult education needs. To address the needs of the human service educator, teacher education institutions must adapt and, in many cases, reform their curriculum focus. These programs are already being offered in a growing number of universities to meet the needs of three groups of educators: (1) teachers seeking alternative teaching careers; (2) preservice teachers seeking positions in nonschool settings; and (3) professionals already teaching in nonschool settings. (FG)

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New Audiences for Teacher Education

By Diana A. Mayer Demetrulias
and
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The members of the chapter sponsor this fastback as a memorial to the late Bob Ackerman. Dr. Ackerman had a long and distinguished career in education as elementary teacher and principal, as college professor and chairman of the department of teacher education, as president of a local board of education, and as president-elect of the state school board association. He also served as president of the University of Nebraska at Omaha Chapter of Phi Delta Kappa and was its faculty sponsor from 1975 until his death on 18 January 1982.

In the spirit of Phi Delta Kappa, Dr. Ackerman supported research, was dedicated to a life of service, and was committed to the improvement of education at all levels. The chapter dedicates this fastback to those ideals and to his memory.

Table of Contents

Introduction 7

Social Indicators for Education in Nonschool Settings 9

Redefining the Role of Educator 12

Knowledge, Skills, and Values for Educators in Nonschool Settings 21

Teacher Education Programs for Human Service Educators: Some Models 26

Predictions for Change in Teacher Education 34

Conclusion 39

References 40

Introduction

A subtle, but revolutionary change has happened in education during the past two decades. Training and education has moved away from the schools into settings of the workplace, community agencies, public buildings, and conference centers. Adults have become vast consumers of education outside the schools. Over 48 million adults were enrolled in some type of education program during 1980, but only 12 million of them were in colleges and universities. Business and industry expenditures for education have grown from approximately 2 billion dollars in 1977 to close to 10 billion dollars in 1980. Other estimates, such as those of the American Society for Training and Development, put the expenditure at closer to 30 billion dollars.

Such growth in numbers and expenditures illustrates the magnitude of education going on outside the schools. In fact, the field is growing so fast that there are few statistics available to document the total scope of education in nonschool settings.

But statistics alone do not tell the whole story; equally important are the implications this revolutionary change holds for the teaching profession and for those responsible for teacher education. At a time when enrollments are declining in public schools and colleges and the job market for teachers is tight, the opportunities for education careers in nonschool settings are indeed exciting.

Already we are seeing greater efforts at cooperation and collaboration between departments of teacher education and those responsible for training and development outside the schools. And for good reason:

business, industry, and public and private social service agencies are looking to schools and colleges of teacher education to provide them with personnel with the special skills and competencies needed in their training and education programs. Well-trained teachers have those skills and competencies. For experienced classroom teachers and for preservice teacher education students, there are growing opportunities to use their skills in education-oriented careers outside the traditional school structure.

This fastback looks at the who, what, where, why, and how of new roles for the teacher and new models for teacher training. The authors contend that it is both legitimate and desirable for schools, colleges, and departments of education to undertake the training or retraining of educators to work in nonschool settings. But, as we shall see, this training for new audiences will require new approaches to teacher education.

Social Indicators for Education in Nonschool Settings

We live in the postindustrial society where the majority of workers are engaged in providing services rather than producing goods. Although as recently as the 1950s approximately half of U.S. workers were engaged in the production of goods, that number is now down to less than 25% of the work force. Only 4% of those workers are engaged in agriculture; the rest work in the service sectors.

The postindustrial society requires continuing education of many types, and in the next decades much of this education will be taking place outside the schools. Workers in the service professions, as they move through their career development, are going to be candidates for continuing training to upgrade their skills and competencies on the job.

Theodore Settle has described the scope of continuing education and training in one large company, the NCR Corporation near Dayton, Ohio. Its education operations include the NCR Computer Science Institute and the NCR Management College and Career Development Center. The latter provides management education and career development programs for NCR personnel throughout the corporation in both the U.S. and foreign offices. The staff who work in these education divisions conduct surveys to determine the needs for instruction and education, develop the curricula, work with division coordinators to schedule courses and programs, and evaluate the effectiveness of the training. NCR has a Corporate Education Center, six Regional Educational Centers and five satellite teaching facilities throughout the U.S.,

along with 24 national and international development and production facilities. Corporate education centers are equipped to provide over 200,000 student days of education each year. Classrooms have a full range of audio-visual aids, including closed-circuit television, language laboratories, and translation facilities.

Statistics also point out the growth in education-related professions in the human services sector. In 1990, the projected employment of adult education teachers is 123,000, an increase of 18% from 1978; the projection for case workers is 338,000, an increase of 43.3% from 1978; the increase in community-organization workers is 71,000, up 46.7% from 1978; the increase in employment interviewers is 86,000, up 66.6% from 1978; and the increase in recreation workers is 152,000, up 26.4% from 1978.

Another area of growth that has direct implications for teaching opportunities outside the schools is the older adult population in the U.S. (see fastback 181, *Education for Older People: Another View of Mainstreaming).* Between 1976 and 2000, the number of people over age 65 will double. By the year 2037, it is estimated the population of older people in the United States will reach nearly 60 million or a fifth of the total population. In recognition of the educational needs of the increasing numbers of older adults, the Lifelong Learning Act was passed in 1976, and other legislation, including the Older Americans Act Amendments, was passed in 1978. These federal legislative acts point up the attention being given to the graying U.S. population.

Education does not end at the age of 18 or 22. Older adults are enrolling in higher education to begin or to continue their formal studies. These same adults constitute a market for education programs in institutions other than colleges and universities. These older adults have various educational interests and needs, ranging from nondegree programs to cultural pursuits and short-term skills courses. And they are seeking such education in places that are used by adults, including community agencies, work places, museums, churches, and synagogues.

In addition to the educational needs of these older adults, there is an increased need for education-related social services throughout life. For example, health issues are a matter of concern to aging adults. People

who work in community agencies that serve the older adult population not only have to provide health information and counseling, they also must frequently serve as consumer advocates in their roles as human service professionals.

Clearly, these social indicators strongly suggest the need for many different types of education in nonschool settings. But different audiences have different needs and will require different models of teacher education. The next chapter will examine some of those differences.

Redefining the Role of Educator

With the societal changes described in the previous chapter and with the growth of human services, we are seeing the emergence of a new type of professional educator. In 1976, Ducharme and Nash called for a redefinition of teacher, using the term *human service educator.* They maintain that these human service professionals will be:

> more experimental in their helping approaches, diverse in their skills, politically adept in their dealings with agencies and bureaucracies, collaborative in their planning with clients, liberated from entrenched role definitions, and affective in their work with people.

Furthermore, they indicate that these professionals will be less deferential to arbitrary authority, less specialized in terms of specific knowledge, more assertive, flexible, advocative, and political than their predecessors.

Other educators and professional organizations also began to express disenchantment with the traditional narrow definition of the term *teacher.* In 1979, the American Association of Colleges of Teacher Education (AACTE) redefined the term *teacher* to reflect the evolution of teacher education, which emphasizes professional activism in diverse educational settings in response to changing societal values and structures. Another teacher educator, Dean Corrigan, reflects the futures perspective advocated by Ducharme and Nash when he states:

> What the profession needs is a totally new set of concepts regarding the nature of the emerging human service society, its educational demands, the kinds of delivery systems necessary to provide access to continuing

178

New Audiences for Teacher Education

Diana Demetrulias and Alleen Deutsch

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educational opportunity, and the types of professional personnel and training required to reform public education.

Why is a new definition of teacher necessary? It is necessary because educators must begin to view the role of the teacher in a broader scope. The term *human service educator* implies change, redefinition, and creativity in response to meeting new social needs.

Who Are the New Audiences for Teacher Education?

Generally, there are three groups for whom the human service perspective in nonschool settings is applicable. The first group consists of practicing educators who by choice or necessity are seeking career opportunities in nonschool settings. The demographics here are indisputable. During the 1980-81 school year in Illinois, over 233 school buildings were either closed or consolidated because of declining school enrollments. Many teachers are being released — some with tenure and after years of teaching. Clearly, these teachers are prime candidates for positions in human service settings. For example, the authors know one high school teacher of social studies and German who feared her position might be cut. She had been seriously thinking about a career change. She decided to look for a position in industry in which she could apply her teaching skills in working with adults. Knowing about the favorable job market in the computer field and having some interest in this field, she enrolled in two data processing/computer courses and then went job hunting. She secured a training specialist position with Caterpillar Tractor Company in Peoria, Illinois. Her resume reflected a combination of knowledge, skills, and experience that would readily transfer to education in a nonschool, industrial setting: a social studies background with an international perspective, fluency in a foreign language, strong teaching background, and an acquaintance with computers.

The second group are those preservice teacher education students who are beginning to explore career options other than traditional classroom teaching. Since the demand for school teachers in K-12 school settings is shrinking, the motivation of this group is obvious. In 1980 approximately 40% of the 1977 graduates in teacher education were unable to find employment in traditional school settings. The 1982 graduating class of

education students will find an even bleaker market.

Many of these students are not even aware of education-related career options outside the schools. Nor have their institutions given them much help, either in learning about such options or in preparing them to work in nonschool settings. On the other hand, for many years some students graduating from teacher education programs have found employment in nonschool settings, but usually by accident rather than as a planned career goal. Their training provided them with the knowledge, skills, and attitudes suitable for teaching in an array of human service settings, which gave them the confidence to apply for positions when they opened up. Yet to some, these educators are considered "lost" to the profession because they are employed in nonschool settings and because they don't fall within the traditional definition of classroom teacher. It is the authors' position that programs can no longer afford to ignore the many options for educators in nonschool settings. Program goals and delivery systems must be redefined and redesigned to prepare preservice students to practice their profession in the variety of human service settings.

The third group constituting a new audience for teacher education is the large number of trained professionals with baccalaureate degrees in business, industry, social services, and health fields who find themselves in the role of educator or training specialist but with no formal training in pedagogy. These persons frequently have taken no professional education courses in their undergraduate preparation and have received only sporadic inservice training to assist them in their teaching function. Teacher educators must respond to this new audience.

Let us now look at some of the professionals working in the community and engaged in education in nonschool settings, who would welcome the training provided by a teacher education program with a human service focus.

Allied Health Professionals

Probably the largest group of nonschool professionals involved in education are those in the allied health professions, with nurse educators constituting the greatest number. Many nurses are instructors in schools of nursing or directors of inservice and staff development programs in hospitals and clinics. In addition to nurses, other health

areas represented are occupational and physical therapists, sports medicine and cardiac rehabilitation specialists, family practice physicians, dental hygienists, nuclear medicine specialists, and family planning specialists. Many of these allied health professionals are educators in both classroom and clinical settings and have responsibility for training other professionals and for patient education programs, an area of increasing importance for preventive medicine.

For purposes of illustration, let us use the area of family planning and look at the diversity of educational roles required of a staff member in a Planned Parenthood clinic. These roles include: teen and adult education discussion leader, counselor, public speaker, and trainer for office workers and volunteers. The pedagogical components critical for carrying out these roles might include:

1. Adolescent development and psychology to prepare staff to work with sexually active teenagers on legal, ethical, social, and religious matters.
2. Instructional technology to prepare staff to use media effectively for teaching about contraception, pregnancy, and sterilization.
3. Counseling, communication, and interpersonal skills to prepare staff for assisting clients in making rational, informed choices on highly emotional issues.
4. Curriculum development skills to prepare staff in designing, sequencing, and teaching educational seminars.

A teacher education program designed to provide family planning specialists with the pedagogical components needed for their jobs could be tailored to the varied educational roles they carry out.

Human and Social Services Professionals

In 1980 the U.S. Department of Labor estimated that approximately 12,000 job categories fell within the human services classification. Many of these providers of human services also serve as educators for their clients and their coworkers. They include personnel from social and community agencies such as self-help and advocacy groups, mental health clinics, personal and group counseling centers, prisons and correctional institutions, social work agencies, career and vocational educa-

tion centers, parks and recreation departments, child care institutions, youth service bureaus, and alcohol and drug abuse programs. All these persons are part of the new audience for teacher education.

Another group involved in the education of children and adults is church school teachers and church youth leaders. Except for those with special training such as directors of religious education, most are volunteers with little or no training in pedagogy. Many of these persons are turning to teacher educators for assistance in such areas as teaching methods, questioning skills, motivational techniques, assessment procedures, and communication skills. Some teacher education institutions have reported that they have offered courses specifically for this audience. Several teacher education programs also report that members of the clergy are enrolling in teacher education programs as either degree candidates or for self-improvement.

Business and Industry Training Specialists

Harold Hodgkinson, president of the National Training Laboratories, estimates that of the 58 million adult learners in the U.S., 46 million are being educated in business and industrial settings. Hundreds of businesses are now engaged in education and training activities. AT&T spends approximately a billion dollars a year for education and training. A business research group, the Conference Board, indicates that 45,000 people are now employed by corporations as full-time teachers and that this new breed of teachers is growing (Luxenberg, 1980).

Why haven't business and industry turned more frequently to teacher education for the preparation of these teachers? A more critical question is, Why haven't colleges and universities actively sought partnership with the corporate world? A partial explanation is the long-standing feud between academe and the corporate world. Corporate personnel officers have viewed universities with suspicion; they perceive them as ivory tower institutions that offer no practical skills appropriate to corporate settings. Universities have perpetuated stereotypes that corporations are concerned only with technical expertise, profit, and productivity, with little compassion for human concerns. As a result, the two institutions have developed educational programs in isolation from

one another, with neither benefiting from the resources of the other or tapping the rich reservoir of their collective talents.

Certainly, at the undergraduate level teacher educators have been slow to respond to their role in preparing teachers for these nonschool settings — despite the growing number of nonschool job opportunities. Even when the proximity of universities to large corporate headquarters would seem to offer collaborative opportunities, teacher education departments have tended to offer courses solely for work with children and adolescents; or they schedule courses at times and locations that are not convenient for persons working in corporate settings.

To illustrate how educators might work in business, consider a corporate giant such as AT&T, which needs a variety of specialists to provide training for employees, who range from service representatives and telephone installers to supervisors, engineers, and executives. The tasks performed by the corporation's teacher/trainers encompass a range of knowledge and skills from the field of education. They design courses, write objectives, construct lesson plans, apply principles of educational psychology, employ a variety of teaching methodologies, prepare examinations, and conduct evaluations. Such pedagogical skills are all learned in teacher education programs and can be transferred easily to the realities of the corporate world.

Government and the Military

Governmental agencies at the local, state, and federal level and the military services employ a great number of educators to work in a host of programs in a variety of sites. At the federal level educators are needed in the Department of Defense, the Department of the Interior, the Bureau of Indian Affairs, the Department of State, including the Peace Corps, and the U.S. Civil Service Commission, to name a few.

The military services, in particular, provide men and women with extensive opportunities for education, using some of the most sophisticated educational technology available. Their nontraditional approaches include self-study, credit-by-examination, on-the-job experiences, and other innovative student-centered programs.

For example, at the army post in Fort Sheridan, Illinois, the following educational opportunities are offered: reviews for the high school

17

equivalency examination and the College Level Examination Program (CLEP); college level courses taught on the base by five different universities and colleges; courses in communication and writing skills; basic learning skills courses, courses on economic and family issues, quality of life courses, and army skills qualification courses. Counselors are available to talk with service men and women about education opportunities. Some courses are available on videotape so students can view them at convenient times and as often as they wish. An instructor-coordinator for these courses is available by phone so that the student can call and discuss questions.

Women

We have discussed several groups who serve as audiences for human service educators or as educators in nonschool settings. In most cases, members of these groups have been defined by their professional status or the nonschool setting in which they work. We turn now to another important segment of the population — women who are entering or reentering schools or the work force.

Enrollment data show that women — displaced homemakers, single, divorced, widowed, married women — are entering or reentering the work force, often in human service areas. The group representing the largest growth in higher education during the past several years consists of reentry women students. The reentry student is defined as the woman aged 25 or older who is either entering higher education for the first time or is reentering to complete a degree that was interrupted by marriage and having children. Between 1974-79 the number of women aged 25-34 returning to school increased 58.7%. In 1979 the total enrollment of students 35 and older was 1.4 million; 65% of these were women. From 1974 to 1979 the increase of women aged 25 through 34 enrolled in colleges and universities was up nearly 42% for full-time students and up more than 66% for part-time students.

These reentry women have special academic, vocational, personal, and financial counseling needs. Many may require special support services in such areas as child care, personal counseling, and financial aid as well as a refresher course in basic skills and information on transfer and residency requirements, graduate studies, and alternate degree op-

tions. These services must be available at times when these students attend classes. Policies regarding campus employment, medical insurance, and health care may need to be reviewed to assure that they don't inadvertently discriminate against the older adult returning to school.

Once they have completed their education, many of these reentry women work with community service programs, outreach programs, and women's centers as counselors and advisors to like-minded adults who wish to return to school. Having "been there" themselves, these women become credible role models for other adult students.

A 1979 survey, conducted by the Project on the Status and Education of Women, identified almost 600 campus-based and community-based women's centers in all of the 50 states and the District of Columbia. The scope of services provided by women's centers are diverse: they may include child care, credit or noncredit courses, study-skills sessions, consciousness raising sessions, workshops, and lending libraries; or they may serve just as places to come to make friends and relax. An outstanding example of a community-based women's center is Womenspace in Rockford, Illinois, which conducts seminars and programs throughout the year in such areas as skills training, counseling, and interpersonal relationships. These programs are all staffed by personnel who have educational skills.

Senior Citizens

Michael Usdan (1981) identifies senior citizens as both a pool of potential learners and a valuable source of untapped instructional talent. As an audience for teacher education programs, the elderly constitute a large group of potential educators who will work in both school and nonschool settings.

The population statistics presented in the previous chapter pointed out the increasing numbers of older people in the U.S. This increase will continue as the post-World War II baby boom group move through the population pyramid. Educators must begin to think about education as an ongoing, evolving process that does not end at the age of 22.

These older adults will escalate the demands for human services. This means that skilled providers must be trained to deliver these services. Program development must come from persons trained in education.

Teacher educators must use the knowledge about the older adult gleaned from gerontology in order to train effective teachers of the older adult population. Education specialists and gerontologists must work together to serve this growing population.

In this chapter we have identified some of the new audiences for teacher education that will require a redefinition of the role of teacher. In the next chapter we shall look more directly at how that role must change as educators reach out to work in nonschool settings.

Knowledge, Skills, and Values for Educators in Nonschool Settings

The key fact for educators to recognize in working in nonschool settings is that they are teaching adults. This means that educators must begin to change their ways of thinking about students. Although research on the adult learner is increasing, there is still a lack of extensive, systematic research on education of adults.

Nevertheless, there are certain common elements that can be found in the literature that are valuable for working with the adults in human services and other educational settings.

First, it is helpful to review the various stages of adult development. Using Daniel Levinson's developmental stages based upon studies of adult men, Roger Baldwin (1979) has extrapolated educational implications that can serve as a basis for program development.

1. The beginning stage of adulthood is from age 22 to 28. This is the time when the adult tends to establish occupational interests, values, and self-concept along with life plans. Educational strategies and techniques that might be appropriate at this stage include programs on occupational choice, career development and orientation to the world of work, and life planning seminars.

2. The next stage is a transition stage from age 28 to 33. This is a time of reexamining choices made so far and making decisions about desired changes. Strategies and techniques for education at this stage include values clarification sessions, seminars on opportunities in related

21

careers, and seminars on how to plan for life and career changes if desired.

3. The second half of the transition stage, "settling down," from age 33 to 40, is characterized by a renewed commitment to the family and greater stability in life and career. Despite the stability at this stage, there are still implications for curriculum development in education. For example, an individual may be involved with increased leisure-time activities or be concerned about planning for future financial security. Also, child rearing and family planning issues are important at this time.

4. In the "late settling down" stage, from age 36 to 40, individuals are becoming their own persons. Some of the life goals set down in the early 30s have been achieved, and individuals are assuming more mature status in their world. Education at this stage might deal with the skills needed for future career objectives. Also, issues dealing with physical changes and status and role changes in individuals and in their parents are appropriate educational foci.

5. The mid-life stage, from age 40 to 45, is a time of questioning what persons have done with their life goals and how they might revise them. Education's role at this stage might involve counseling and values affirmation experiences. Additional skill development on life planning may be needed.

6. Middle adulthood, from age 45 to 60, is a more stable period when a person focuses on instrinsic goals and individual development. The adult may be interested in pursuing some of those individual, internal goals that there was no time to develop while a career was being built. This is a time when educators might work with a group of adults to develop programs, workshops, or seminars on topics that have been personally selected by the group.

7. The late adult stage, from age 60 to 65, is a time for individuals to seek a new balance between society and themselves and an acceptance of their failures and successes. This is the time when many people experience changes in their health. Education programs dealing with health issues and physical changes during the life cycle might be appropriate.

From this brief discussion of the stages of adulthood, it is apparent

that adult learners will have different educational needs throughout their lives. There is some disagreement over whether there is any deterioration in mental capacity and function as people grow older, but most researchers do not believe that there are inherent changes in mental capacity that would have a negative impact on adult learning capacity, let alone interest in learning. However, there may be obstacles that deter adults from participating in educational programs in nonschool settings. For example, obstacles for the senior citizen might include lack of confidence, lack of knowledge about educational possibilities, and lack of transportation. Educators must be aware of such obstacles in planning programs for adults.

The teacher who works with adult students must involve them in the learning process, which is as important to them as content. Roger Hiemstra has outlined six steps in the process of involving adult learners in the design of their own education.

1. Establish a learning environment. The learning environment for adult students needs to include collegial relationships. The instructor should recognize the adult student as a peer and also should help the students get to know one another.

2. Develop a planning mechanism. The planning process must be a cooperative effort with sufficient involvement from the adult learners to give them a sense of "ownership" in the course.

3. Diagnose learning needs and interests. Assessment techniques to diagnose learning needs and interests must include self-diagnosis or rating by the adult learners. Small group discussion or individual discussions are also helpful in the assessment process. There must be continuous evaluation to make sure that students are going where they want to go, based on the feedback they have received about their performance.

4. Formulate personal and group objectives based on expressed needs. The instructor and students should review an outline of group objectives, discuss them in the group, and revise them as necessary. Individual learners can then develop their own objectives within the larger context, perhaps through the use of a performance contract.

5. Design and implement the learning experience. A wide variety of

23

resources should be used, including specialists outside the classroom. Adults can be encouraged to bring their own resource people to class. Self-directed activities should be encouraged.

6. Evaluate the learning experience. Involve students in the development of the assessment materials for the learning experience. At times outside experts can be brought in as evaluators.

Pedagogical theory, which has always been taught in teacher training institutions, is equally important for human service educators. The traditional skills of the classroom teacher in designing curriculum and assessing student progress are required skills for educators outside the schools. The traditional teacher's interpersonal skills involving empathy and understanding are mandatory for human service educators working with adults. However, those who are responsible for preservice or inservice programs to train personnel to teach adults in nonschool settings must integrate theory and practice. Adult students want to see the direct application of knowledge to their day-to-day life, whether at home, on the job, or in leisure activities.

An illustration of this integration of theory and practice is Ms. O, an educator who serves as director of a neighborhood community preservation organization. Her immediate task is to mobilize the board members of her agency and the neighborhood constituency to oppose some zoning changes that have been proposed for the neighborhood. With her knowledge of political theory and organizations, she is able to plan and develop a strategy for mobilizing the neighborhood. Then she must know how to translate this plan into action that will be successful in influencing the zoning decision. Other skills important for Ms. O in her community work are the ability to work around red tape and bureaucratic "brick walls."

A review of the literature on the role and functions of educators in nonschool settings points out the need for qualities and skills to supplement pedagogy with practical applications. These qualities can be broadly described as problem-solving skills, human relations skills, political activists skills, and organizational development skills.

A critical component for preparing human service educators to integrate theory and practice is some type of practicum or internship ex-

perience. Teacher education programs have long used student teaching along with other observation and practicum experiences to bridge the gap between theory and practice. For those prospective educators preparing to work in nonschool settings, this practicum experience is also necessary. Practicums might take the form of internships in community agencies, business, or industry where substantial education programs are already in place or are being developed. Ideally, an intern should have the opportunity to work in more than one kind of agency in order to become familiar with the broad range of opportunities available outside the schools.

The brief review in this chapter on the nature of the adult learner and on the qualities and skills needed to teach adults in nonschool settings presents a challenge to teacher education institutions to adapt, and in many cases to reform, existing programs if they are to serve these new audiences. As we shall see in the next chapter, several institutions have already accepted this challenge.

25

Teacher Education Programs for Human Service Educators: Some Models

A growing number of universities and colleges now offer programs for human service educators in nonschool settings. These programs have sought alternative pathways and thus are diverse in terms of degree offered, size, organizational structure, program components, and agency affiliations. The programs described in this chapter are offered as models of programs for human service educators, illustrating the rich possibilities for reform and expansion in other institutions. For an institution to adapt to changing societal needs, to create programs appropriate to these changing needs, and to rethink priorities requires the full cooperation of its faculty and administration. For some institutions the attempt to offer human service teacher education programs has failed. Some teacher educators adamantly maintain that their principal mission is to prepare teachers to work in school settings, a mission they feel will be diluted by the growth of human service programs. Nevertheless, these programs are offered as working examples that have been successful in providing comprehensive programs for three audiences: practicing teachers seeking alternative teaching careers, preservice students seeking positions in nonschool settings, and professionals already engaged in teaching in a variety of human service settings.

Maryville College/Washington University

The M.A. Ed in the Teaching Learning Process, jointly offered by Maryville College and Washington University, received the AACTE

Distinguished Achievement Award in 1979. In making the award, the AACTE directors described three distinguishing contributions of this program to teacher education: 1) two institutions — a small, private liberal arts college and a medium-sized, multipurpose university collaborating to offer a high quality program; 2) teacher educators attracting new audiences — allied health professionals; 3) educators successfully assuming responsibility for their professional development.

Although the program was not originally designed for health-care professionals, its attractiveness to these educators grew out of their disenchantment with programs in the allied health fields that emphasized subject matter specialities without adequate attention to the skills and problems of teaching. The diverse population of nonschool educators in the program now includes nurses, medical technologists, police officers, hospital inservice instructors, and other teaching adults. Two additional characteristics of students in the program are consistent with information reported from other institutions: the majority of students have been in their current position three years or less and are generally less than 40 years old.

Only two courses are required in the 30-semester-hour program, "The Teacher as Learner" and a practicum. The "Teacher as Learner," taken early in the program, has two major objectives. The first is to assist students to think beyond their current position and to explore other applications of their teaching skills. This objective is partially met by inviting guest speakers from diverse professions (e.g., dance therapist, school board member, teacher center director, hospital administrator) and asking them to describe the forces shaping their professional areas in the context of contemporary education.

The second objective of the course requires that students complete a personal assessment of their strengths and weaknesses. Various motivational exercises are used to assist in this assessment: goal-setting tasks, projective techniques, anxiety indicators, and a variety of group activities. The culminating activity requires the students to project five years into the future in terms of their professional goals and plan the remainder of their programs on the basis of these projected goals.

A three- to six-semester-hour practicum is also required of each stu-

dent at the completion of this program. A self-designed and self-directed activity, the practicum involves the identification, diagnosis, resolution, and reflection of an instructional problem related to the career interest of the student. Topics explored by students have included a survey of the status of women in health care management and the field testing of moral dilemma discussion materials based on Kohlberg's approach. This practicum continues to foster the program goals of self-direction and of relating significant educational ideas to classroom practices — whether the classroom is in the traditional K-12 or the nonschool setting.

Miami University (Ohio)

The program at Miami University — an M.A. with a concentration in Trainer/Learner Specialist offered by the School of Education and Allied Professions — is representative of those teacher education programs that are interdepartmental and interdisciplinary, drawing from such areas as theatre and communication, educational leadership, educational psychology, management, marketing, and teacher education. The School of Education and Allied Professions, as the name suggests, is involved in educational activities for both school and nonschool settings. The master of arts degree prepares students for careers in business, industry, government, higher education, medical/health services, and museum settings.

Students in this program typically enroll in coursework that includes learning theory, adult learning methodology, principles of management, systematic development of instruction/training, principles of research design and utilization, and the production, utilization, and evaluation of media. Only one course is required, "Educational Research"; the remaining coursework is determined by the student and advisor to reflect the student's career goals.

National College of Education

The National College of Education has a program with two major areas of concentration that are specifically oriented to the educator in nonschool settings. They draw from practicing professionals engaged in adult education outside the public schools.

One program, the Master of Science in Human Resource Development, has had phenomenal growth over a year period, with an enrollment of 400 students. The program is designed to improve upon the skills and the knowledge of practicing professionals as opposed to retooling or retraining educators. The other area, also located within the School of Continuing Studies, is a field-based experience program in adult and continuing education, leading to the Master of Science degree or certificate of advanced study. This program allows the practicing professional to link classroom knowledge directly with current career activities. The emphasis is on management training and research skills within the context of competency-based learning.

These programs are offered in two formats; a master's degree program completed in two summers and an academic year, or the field experience program, which allows a student to attend school while employed full-time. The field experience program, based on a model from Stanford University, is particularly popular. Through a concentration in adult and continuing education, the students are trained to assume leadership positions in the areas of adult and continuing education, including planning, administration, program development, and instruction. Job opportunities open to graduates include directors of training in business, industry, and the health professions; directors of public school adult education; community service directors in community colleges; continuing education directors in either academic or professional associations, evening school adult educators, program developers in university continuing education divisions; teachers of adult basic education and other special education programs; health, welfare, and law enforcement educators; personnel administrators in government and industry; educational directors in the armed forces and in volunteer organizations; adult educators in state departments of education.

The deans at the National College of Education find that they use more and more adult educators within their field-based program. These people are more attuned to the wants, needs, feelings, and special qualities of the adult learner. The adult learner must have a good teacher to give credibility to the training.

Bradley University

The Master of Arts in Secondary Education at Bradley University is illustrative of cooperative programs with medical institutions. The program attracts educators in such diverse health-related fields as nursing, family medicine, sports medicine, cardiac rehabilitation, nuclear medicine, dental hygiene, and physical and occupational therapy.

The Family Practice Residency program at the Methodist Medical Center of Illinois, in affiliation with the Peoria School of Medicine, includes a program for resident physicians in which they learn to use the techniques of behavioral science as skillfully as the techniques of medical science. The program is offered in conjunction with Bradley University and may lead to a master's degree in secondary education if the resident physician wishes to complete the 33 semester hours of required coursework. If no degree is desired, the resident physicians complete 21 semester hours of coursework, which focuses on applications to medical practice.

The coursework has been designed to assist students in developing strategies for effective health management in such areas as motivation, communication, emotional control, therapeutic interpersonal relationships, and family and ethnic dynamics. Formal coursework includes courses from educational foundations, psychology, counseling, sociology, philosophy, educational administration, and teacher education (methods, curriculum, and assessment). Practicum and laboratory experiences are also available. They are supervised by a faculty member and a physician, who is also an adjunct professor of education at Bradley University.

A similar arrangement also exists with St. Francis Hospital and the Division of Sports Medicine and Rehabilitation. Graduate assistants working at St. Francis complete a master's degree at Bradley University with a course of study personalized to their subject matter area.

In addition, Bradley University, in conjunction with Methodist Medical Center of Illinois, was the recipient of a three-year grant from the U.S. Public Health Service. The purpose of the grant is to provide faculty training for the teaching of residents in The Family Practice Residency program, which has a strong commitment to the behavioral sciences in family-oriented patient care.

Northeastern Illinois University

Although most university programs for nonschool settings are graduate level and are designed to attract students already engaged in their professions, baccalaureate programs also exist for preparing students for a career in the human service areas. An example is the B.A. in Educational Studies at Northeastern Illinois University, which has received a grant from the Fund for the Improvement of Post-Secondary Education for support of the internship component of the program. The program is designed to prepare students with the skills to teach in nonschool settings, such as business and industry, recreation centers, hospitals, unions, and community, state, and federal agencies.

The Educational Studies major is a 33-semester-hour program that does not lead to Illinois state teacher certification but focuses instead on working with the adult learners in nonschool settings. It consists of three components: 1) core courses — "The Role of Educators in Nonschool Settings," "Teaching/Learning Process in Nonschool Settings," and "Instructional Techniques and Technology for Use in Nonschool Settings"; 2) electives — 12 semester hours of electives selected in terms of career objectives; and 3) internship experiences — "Internship and Seminar for Educators in Nonschool Settings," a 9-credit-hour, 30-clock-hour experience designed to integrate classroom learning with field practice. In addition to performing services, the intern is also expected to prepare a job analysis for duties performed. Students also are encouraged to take at least 18 hours of concentrated study in such areas as business, human services, recreation computer science, and special education.

Prior to the establishment of this program, the faculty studied societal changes in order to make program adaptations to respond to these changes. This model program stresses the role of the educators in the field of human services and human resource development.

City University of New York

Another undergraduate program with an alternative model of teacher preparation is the Program for Alternative Careers in Education (PACE), offered by the Division of Education at City University of New York. The program operates on the premise that "education is a

function of all non-public agencies which share in the development of an educated citizenry from birth to death." The students in this program are prepared to pursue education careers in such institutions as museums, hospitals, and mental health centers, and in preschool programs, special education programs, alternative secondary schools, drug rehabilitation programs, and media arts programs.

The objectives of this program reflect its human service perspective.

1. To prepare educators to be facilitators of learning rather than dispensers of information.
2. To promote the concept that everyone in the educational enterprise — teachers, administrators, and students — is a learner.
3. To integrate field work with college activities through a system of liaison between college and agency staff for both supervision of student interns and curricululm research and development.

The latter objective attempts to create a "learning community" of faculty, students, school personnel, and community and agency representatives.

The PACE curricula are flexible, with workshops, lectures, and seminars planned as needed. Students utilize learning contracts that include competency objectives from four curriculum areas: organization of learning, assessment of student functioning and achievement, management of groups and educational environments, and dynamics of interpersonal relations. In addition, students spend two full days at the college in the program and two to three days at agencies.

Internal and external evaluation has demonstrated the success of the program in achieving its goals and in placing graduates in a variety of careers in nonschool settings.

Oakland University

The B.S. in Human Resources Development (HRD) at Oakland University (Rochester, Michigan) is an outgrowth of courses designed to train employees of the Michigan Employment Security Commission (MESC). The training program was established cooperatively between MESC officials and the School of Human and Educational Services at Oakland University. In 1973 the B.S. in HRD was offered as a program

that provided the competencies appropriate for a wide range of human development functions. In 1974 the university received a Manpower Institutional Grant from the U.S. Department of Labor to develop new curricula and training modules for regular students and for personnel employed in the grant program. The HRD faculty is now engaged in the preparation of educators for employment in business and industry.

The B.S. degree requires 124 semester hours of credit, including 20 credits as a minor in an area of human resources development (e.g., human interaction, personnel practices, gerontology, management, equal opportunity, corrections, women's studies, substance abuse, family services, physical education). The HRD major consists of 64 semester hours and is divided into three components: cognate courses, specialization courses, and an internship. Cognates may be taken in economics, management, political science, psychology, sociology, or communication; specialization areas are in early childhood education, youth and adult services, or training and development.

In design, the HRD degree program parallels traditional teacher education programs: it has credit requirements in general education, behavioral sciences, human development, communication skills, and field-based learning — but all in a context that emphasizes professional skills in diverse human service settings.

In summary, these model programs exemplify a commitment to excellence. Their strength is in the complementary nature of their old and new program components. Rather than weakening the traditional teacher education program, the nonschool applications of pedagogy seem to have sharpened the focus at these institutions and to have made their faculties rethink their programs in order to distinguish the essential from the nonessential, to avoid duplication, and to provide greater personalization of skills for both school and nonschool educators. Virtually all programs call for cooperation with human service agencies in their design, implementation, and evaluation.

33

Predictions for Change in Teacher Education

In 1979 AACTE posed the question, What does teacher education need to become vibrant and forceful as the country moves toward the 21st century? AACTE answered this question by challenging the teacher education profession to accept a commitment to human services education. However, the central issue remains, Will teacher educators direct their energies to respond to the unmistakable trend toward education in nonschool settings or will they remain paralyzed by indifference or skepticism?

New program thrusts inevitably strain an established system, with some choosing to retreat to the old and familiar. Some critics have charged that the development of programs by colleges of education for nonschool professionals is a survival effort in response to declining enrollment. Perhaps. But the real issue is clarified by Dean Corrigan, when he states that the central question for colleges of education is not, "How can we continue to survive but how can we help all professionals who work with people in any helping capacity to become more effective teachers? *Only when educators reflect on an enlarged view of the settings in which teaching is a vital function will the profession of teaching reach its full maturity.*"

Whatever the source of impetus for change, program modifications cannot be superficial. The programs described in the previous chapter are carefully designed and academically rigorous. These programs are not merely "old" programs that have been renamed; rather they are a

creative response to needs in the human service sector of society and to the demands of professionals currently in the field and of those preparing to enter the profession. Regardless of the terminology used to describe an expanded definition of teacher, teacher educators must look at the social indicators of the immediate future and redesign teacher education to prepare professionals to work in nonschool settings.

George E. Miller uses an apt analogy in *Educating Medical Teachers.*

> It is increasingly clear that the design and implementation of many new instructional programs resembles nothing so much as building a new home and then living the same old life within it. The architecture may be admirable, but the social interactions are often deplorable. If that aspect of education is to be altered then the actors, not merely the stage setting, probably need attention as well. (p.2)

His argument is just as appropriate in preparing human service educators.

With a faith that teacher educators will replace timidity with boldness, that they will overcome their parochialism, and that they will unapologetically insist on the rightful role of pedagogy in preparing educators for a human service society, the authors offer the following predictions regarding teacher education in the 21st century.

Prediction 1: The size of the average family will continue to decline.

Except for a temporary and modest upturn in school enrollments during the late 1980s and 1990s, the number of elementary and secondary students will continue to decline as will the number of available teaching positions in school settings. Nevertheless, there will be an increasing demand for more and better social services. Professionals will be needed to meet these educationally-related social needs — a compelling argument for preparing educators for work in nonschool settings.

Prediction 2: The basis for the design of future programs at the baccalaureate and master's degree levels will be the broadest definition of professional educator.

Program objectives will focus on the development of skills and values that have direct application in a variety of alternative educational settings, both school and nonschool. There will continue to be a need for teachers trained in specific subject matter specialties and for specific age

levels in traditional school settings. But even those institutions that choose to restrict their programs to preparing teachers for school settings must recognize that schools as a social institution are also evolving. Shifting values in the larger society combined with increasing certification and accreditation mandates will dictate change in schooling at all levels, including traditional teacher education programs.

Prediction 3: Active recruitment efforts to attract potential nonschool audiences to teacher education programs will be commonplace.

Program brochures will stress courses and program components that are applicable to educators in various nonschool settings. Recruitment efforts aimed at the preservice student will stress the various careers in nonschool settings obtained by graduates. Recruitment efforts aimed at teachers who are seeking career changes will focus on the ties to business, industry, the military, and other human service agencies for the placement of graduates.

Prediction 4: Teacher education institutions will actively recruit new faculty whose professional training and background will complement existing faculty.

Prospective faculty will be evaluted on the basis of their experiences in nonschool settings and their eagerness to structure courses to prepare students to work in a variety of nonschool settings.

Prediction 5: Faculty will use adult models of human development and pedagogy that stress a more individualized approach to working with students.

Faculty will redesign course content to reflect the application of skills to varied school and nonschool settings. Field experiences and practicums in a variety of human service settings will be standard program components for both preservice and inservice students.

Prediction 6: Teacher education faculty will be involved in scholarly activities in human service education.

Such activities might include: writing journal articles and books on the collaborative nature of education and human services, conducting inservice workshops in nonschool settings, presenting papers at professional conferences, and conducting research for improving human services education. More than any other factor, these scholarly activities

will legitimate the expanded definition of professional education for nonschool audiences.

Prediction 7: Faculty members will work to establish ongoing, formal and informal contacts with nonschool community agencies.

Frequent sharing of resources via workshops, guest lecturers, volunteer work, and research efforts, will make these involvements truly collaborative and optimally responsive to the applications of pedagogy to nonschool settings.

Prediction 8: Educators will undertake program evaluation and research to document the effectiveness of training models for nonschool settings.

The dynamics of conducting program evaluation in collaboration with the nonschool personnel will be different from the usual practice of faculty working in isolation, identifying what they believe to be an external need, designing what they consider to be the best way of meeting it, and then trying to interest potential students in the program. Program adaptations and innovations to serve the needs of practitioners will derive from changes in prevailing social values, from advances in knowledge about adult learners, and from other research and empirical data. As such, education in nonschool settings will be studied as rigorously as education in school settings.

Prediction 9: Professional educational organizations, including honorary organizations such as Phi Delta Kappa, will work more agressively to include nonschool educators — the lost professionals — in their membership.

This will increase the intellectual vitality of these organizations and demonstrate the interrelateness of education in school and nonschool settings. Professionals in both areas will recognize the potential of genuine collaboration and integration of their efforts, thereby enriching education and society. Furthermore, such action will help to promote the redefinition of teacher as a human service educator and will blur the artificial distinction now made between school and nonschool educators.

Prediction 10: As education expands to serve a population with a longer life span and a population that works in a variety of settings, society will have an increased appreciation of the contribution of professional

educators to the well-being of society.

With this increased awareness of and respect for the teaching-learning process, there will be a recognition that knowledge of subject matter, although essential, is not a sufficient criterion for defining a good educator. The adage "Those who can do; those who can't, teach," will no longer be acceptable to a human service society that values professional educators and their contributions.

Conclusion

Just as teacher education institutions have historically had the responsibility for preparing educators for elementary and secondary schools, they must now respond and take the responsibility for preparing educators in business, industry, government, human services, and other diverse educational settings. They have the expertise to do so. Business, industry and the human services are looking to teacher educators to train personnel for their education programs.

Teacher educators must take the leadership role in serving new audiences. This role is an extension of the service role to which educators have been committed ever since schools were established in the United States.

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